

# LATIN NOTES

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Address communications to FRANCES E. SABIN, Director of the Bureau

Issued in the interests of teachers of secondary Latin and Greek

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## A FEW OF THE MANY ENGLISH WORDS DERIVED FROM GREEK

Prepared by BENJAMIN SCHWARTZ, Graduate Student at New York University

ὀξύς	oxygen	εἶδος	idol	πάθος	pathos
θεραπεύω	therapeutic	ἀδελφός	Philadelphia	εἰρήνη	Irene
ἕτερος	heterodox	βαρύς	barytone	θώραξ	thorax
φιλέω	philanderer	ἄνθρωπος	anthropology	ἐλαύνω	elastic
ψυχή	psychology	αὐτός	automatic	τῆλε	television
φάσις	phase	ἄγνοεω	agnostic	αἰών	aeon
κριτικός	critic	ἀρχή	oligarchy	ἡδονή	hedonist
ὄπλα	panoply	αἰσθάνομαι	aesthetic	ποινή	penal
ἀκούω	acoustic	εὕρηκα	Eureka	θέσις	thesis
ὄρνις	ornithology	χολή	choleric	δῆμος	democracy
βάρβαρος	barbarous	ἔργον	erg	δύναμαι	dynamite
πόλεμος	polemic	λίθος	lithograph	ιδιώτης	idiot
εὐ	euphony	πλευρόν	pleurisy	πρόβλημα	problem
ἀγαθός	Agatha	εὐλογία	eulogy	παῖς	pedagogue
καταστροφή	catastrophe	φάλαγξ	phalanx	καταλέγω	catalogue
κύων	cynic	λέων	lion	ἀπόδοσις	apodosis
ἐκατόν	hecatomb	νόμος	agronomy	πρᾶγμα	pragmatic
κρίσις	crisis	γλῶσσα	gloss	ὑποκριτής	hypocrite
χορός	chorus	χαρακτήρ	character	ρήγνυμι	break
πολίτης	politician	φῶς	photograph	ἱερός	hierarchy
συλλογία	syllogism	μέγας	megaphone	σοφός	philosophy
κενός	cenotaph	χείρ	chiropractor	βάσις	base
ἁρμονία	harmony	μέσος	Mesopotamia	σκήπτρον	sceptre
διαλέγομαι	dialogue	ἐμπορος	emporium	γινώσκω	know
σκέπτομαι	skeptic	φόβος	phobia	σχίσμα	schism
κατηχέω	catechism	μινύθω	minute	γράφω	graphic
ὑβρις	hybrid	μίγνυμι	mix	αἰγίς	aegis
πλήθος	plethora	ἄθλιος	athlete	τμήσις	tnesis
καρδία	cardiac	ἐλεέω	eleemosynary	ὁμοίος	homogeneous
στέφανος	Stephen	πομπή	pomp	ἥλιος	heliotrope
δρόμος	hippodrome	θάνατος	thanatopsis	μόνος	monotony
ἀνατίθημι	anathema	κινέω	cinema	(ἀνα)λύω	analysis
σημαίνω	semaphore	γυνή	misogynist	ἀστήρ	astral
παύω	pause	πολύς	polygamy	ἥθος	ethical
θεός	theology	μεταβολή	metabolism	τράπεζα	trapeze
ἡμέρα	ephemeral	ἔθνος	ethnology	χρόνος	chronometer
δάκτυλος	dactyl	φύσις	physics	μάρτυρος	martyr
ἄξιος	axiom	πρακτικός	practise	θεωρία	theory
πλούτος	plutocrat	μέλας	melancholy	χρίω	Christ
δόσις	dose	νέος	neophyte	καθολικός	Catholic
δῶμα	dome	δαίμων	demon	πόλις	metropolis
δῶρον	Theodore	ἀριθμός	arithmetic	λόγος	logic
ἡγέομαι	hegemony	ἄγγελος	angel	τρέπω	trope
γλυκύς	glycerine	κρύπτω	crypt	ἐσπέρα	vespers
ἐγώ	ego	μισέω	misanthrope	ὀπτικός	optic
σκοπέω	scope	πᾶς	Pan-American	νικάω	Nicholas
γυμνάσιον	gymnasium	δόξα	paradox	ῥυθμός	rhythm
ποιέω	poetry	λέξις	lexicon	βίος	biology
ὁρίζω	horizon	κύκλος	cycle	καλέω	call
ἄνθος	anthology	μικρός	microphone	φωνή	telephone
ποταμός	hippopotamus	πέταλον	petal		

## THE HORACE BIMILLENNIUM



Courtesy of Nelle M. Baldwin

SOME REMAINS OF THE VILLA OF HORACE

In *LATIN NOTES* for December, 1933, President W. L. Carr announced for the American Classical League the appointment of Roy C. Flickinger of the University of Iowa as general chairman for the Bimillennium Horatianum which is to be celebrated in 1935. This celebration was first proposed in an editorial in the *Classical Journal* XXVI (1931), 339f., and has already been endorsed by the Classical Association of the Middle West and South at the Bloomington meeting in 1931, by the American Philological Association at the Richmond meeting in 1931, by the national convention of Eta Sigma Phi, etc.

Professor Flickinger is already engaged in appointing chairmen of sub-committees, of which a few are herewith announced. It is hoped to hold a celebration of varying degrees of formality in every American school and college where Latin or Greek is taught. Professor R. H. Tanner of New York University as chairman of the COMMITTEE ON LECTURES will make it possible to provide an outside lecturer for any school or club that desires one. One of the most interesting features of the Bimillennial Celebration will be the Horatian Pilgrimage in Italy and Greece and the Horatian Cruise in the Eastern Mediterranean. These will be conducted by a committee of which Professor Louis E. Lord of Oberlin College will be chairman in cooperation with the Bureau of University Travel. Dr. Lillian Lawler of Hunter College will provide suitable plays and pageants. Other chairmen of committees will be President Nicholas Murray Butler of Columbia University on COÖPERATION WITH THE AMERICAN ACADEMY OF ARTS AND SCIENCES; President Charles Thwing of Western Reserve University on COÖPERATION WITH PHI BETA KAPPA; Professor Roland G. Kent of the University of Pennsylvania on LIKE CELEBRATIONS IN OTHER COUNTRIES; Professor B. L. Ullman of the University of Chicago on HORACE SELECTIONS FOR USE IN HIGH SCHOOLS; Professor Horace Wright of Lehigh University on CELEBRATIONS IN SCHOOLS AND SUGGESTIVE PROGRAMS; Professor Lillian Gay Berry of Indiana University on PUBLICITY IN SCHOOLS AND COLLEGES; Miss Edna White of the Dickinson High School, Jersey City, N. J., on CELEBRATIONS IN CLUBS; Professor V. D. Hill of Ohio University on ILLUSTRATIVE MATERIALS; Miss Mildred Dean, Supervisor of Latin in the Secondary Schools of Washington, D. C., on HORATIAN READING COURSES; Dr. R. M. Gummere of the William Penn Charter School, Philadelphia, on HORACE COURSES IN SCHOOLS; Professor C. K. Chase of Hamilton College on CELEBRATIONS IN COLLEGES; Director Edward A. Henry, University of Cincinnati, on EXHIBITIONS AND ACTIVITIES IN LIBRARIES; and Professor Charles Knapp of Barnard College on HORATIAN BIBLIOGRAPHY. Other chairmen will be announced in the near future.

It is planned to hold a subscription luncheon on Saturday for the friends of the Horace celebration at the Memphis meeting of the Classical Association of the Middle West and South, March 31, 1934, similar to the enthusiastic one held at Washington in connection with the Christmas meetings.

## COORDINATION BETWEEN THE LATIN WORK OF THE EIGHTH AND NINTH GRADES—A CONSTRUCTIVE SUGGESTION

A reply to a correspondent from Miss MILDRED DEAN, supervisor of Latin in the secondary schools of Washington, D. C.

Will you let me put down a series of propositions (each one susceptible of almost infinite debate) as they seem to me to present themselves to people planning the Latin course?

I. Grade school methods (activities program—doctrine of interest, etc.) are here to stay; they have been universally adopted in theory, and are practiced more widely all the time; their practical results will probably improve in the next decade but so slowly that we must not wait for that.

II. We must adjust ourselves to three disabilities in pupils:

1. No grammatical terminology whatever
2. No power of analysis
3. No power of generalization

III. If Latin is to remain in the schools as an elective we must rebuild the course, especially through the tenth grade. Junior High teachers have to build from the bottom the three abilities mentioned above. They must aim at interest and the gaining of the idea that words act on each other, and acquaintance with some of the vocabulary of grammar. In the ninth grade they must try to motivate the real effort of learning; but I doubt if we can get even the minimum given in the Report. We cannot hope to have the preparation for the tenth grade just what it used to be. Willingness to do drudgery comes very slowly; we shall have to use more reading material and a great deal of patience and persistence to get the elements of forms here with any degree of mastery.

(An aside here: I fear that all you get by an examination at the end of the ninth grade is pressure on the Junior High School pupils for which they are not ready, resulting in losing many who really had an initial interest and would have made acceptable students in the tenth grade if the approach had been less steep. Conditions in Latin in the eighth and ninth grades are not the fault of Junior High School teachers; they are victims of a system that gives them a swamp on which to build their Latin, instead of the rock of English grammar we used to have. If we gently urge out of our course at the end of the eighth grade the ones who seem unfit, we should try to hold the rest on into the tenth grade instead of putting up a barrier, and the tenth grade teachers should do their part towards this reorganization of our work, making it possible for this new type of pupil to get a grip on grammatical ideas.)

IV. The readjustment necessary in the tenth grade is the centering of our work on translation and comprehension, studying forms as they become necessary there and writing only to get a clearer idea of usage. We must present our case again and again to the C. E. E. B., till they see how utterly impossible are their demands for Cp2 in the light of our present situation. Tenth grade teachers must expect to reorganize their work, and to do much more in the way of teaching forms than they formerly did; they must learn to make the forms and grammar which they take up an urgent outgrowth of what they are reading (something we never used to bother to do).

V. Not the least important part of our own readjustment is our personal acceptance of the type of work used in the grade school and our tolerance of its product. The children are certainly more sensitive than they used to be, and they are also happier and less timid. All of this is just as it should be. Moreover, we can be glad of it and still teach them Latin!

These are the rough outlines of the Latin course as it must be (it seems to me) and as I trudge backwards and forwards over it day after day, I do not see any escape from our acceptance of its mountains and deserts. But I do feel sure that if we march in and seize the land we can make it blossom. I do believe that if we earnestly and energetically readjust our course, we shall have a great recrudescence. In fact our figures here in Washington seem to show that it is coming. Whenever we have a Junior High School teacher who carefully works over her assignments and adapts them to the ideas of the children, the classes are crowded and the work increases. What we need to do, then, is to preach readjustment.

From a large city in the Middle West:

"My Latin classes increase in size yearly and now I have six of them daily."

## BOOKS

The Service Bureau still has on hand several copies of William Sherwood Fox's "Greek and Roman Mythology" beautifully illustrated. It can be secured by members of the American Classical League for \$2.80 plus postage, and by non-members for \$3.50.

A book entitled "The Winged Girl of Knossos" has been sent to the Service Bureau by the Appleton-Century Company of New York. It is attractive and, since the price is moderate, classical teachers will undoubtedly be interested in securing it. The price of the book is \$2.00.

A small book, bound in brilliant blue and entitled "The Glorious Stars" has been published by the G. P. Putnam's Sons. The author is M. E. Rixson. The price, \$1.00, is not excessive when one considers the attractive maps and the drawings which the volume contains.

"Everyday Life in Greece," by C. E. Robinson, is a small book published by the Oxford University Press. It sells for \$1.25. Classical teachers will find it full of interest.

## ANNOUNCEMENTS

Mr. A. Bruderhausen at 15 West 45th Street, New York, has imported from Germany a model in cardboard of a Roman Turret which he has sent to the Service Bureau. In order to "set this up" it has been necessary to cut out from the card the various pieces and to follow directions as to putting them together. The effect is striking. All teachers of Caesar should have this model. The price is only \$1.50—very low, considering charges for duty and postage. From the sample on hand, the dealer is ordering a limited supply from Germany which should be in New York by the middle of March.

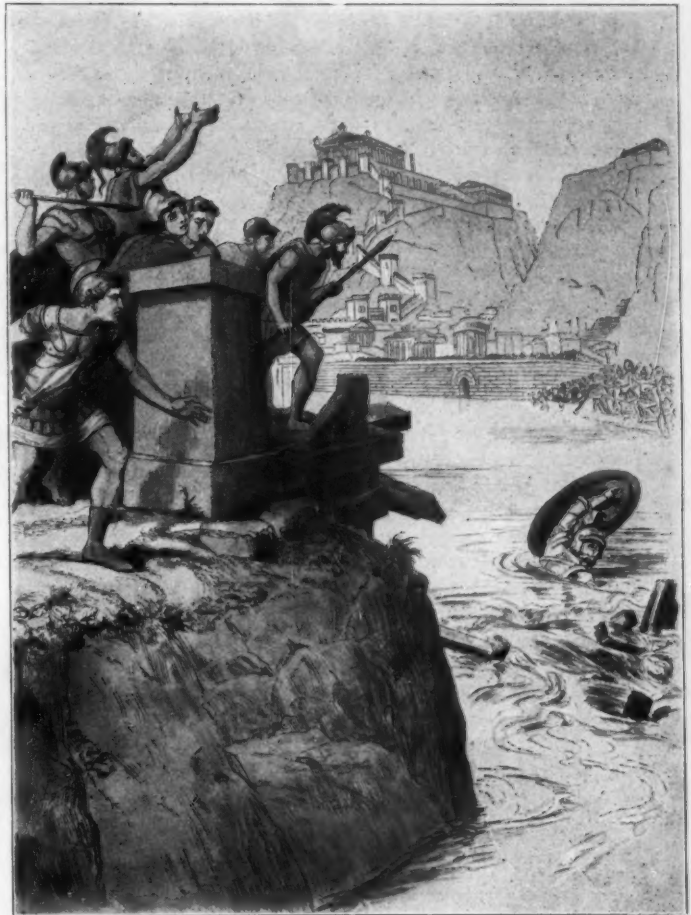
Charles Harris Whitaker of Mt. Kisco, New York, (Rural Delivery No. 3), formerly editor of *The Journal of the American Institute of Architects*, has for sale 50 very beautiful prints of scenes in Greece in the following sizes: 16"x20", 11"x14", 8"x10". These may be purchased for \$10.00, \$7.50, and \$4.00 respectively by addressing Mr. Whitaker or his agent, L. Ray Nelson at 250 W. 57th Street, New York City. A list of titles will be sent if requested. The pictures are unusual in their artistic value and persons who have travelled in Greece will have difficulty in selecting a few.

The *Science News Letter*, Feb. 10, 1934, published at 21st Street and Constitution Ave., Washington, D. C., contains a picture of the model of a portion of the old Roman Appian Way, made by the United States Bureau of Public Roads. It may be seen later at the National Museum at Washington.

## A CRITICISM

A reader sends a criticism of the illustration of the word "subjugate" as it appears on the first page of the February NOTES, stating that the "yoke" (according to Livy) consisted of two spears stuck into the ground with a third one placed across the top. This passage is so well known (and textbooks contain pictures illustrating it) that it seemed unnecessary to add to the legend beneath the picture the words, "Of course the 'yoke' commonly consisted of two spears stuck into the ground with a third one across the top, typifying the actual 'yoke'." Even a hasty glance at the old print would show that it was in no sense a photographic copy of the actual scene but that the artist wished to make clear the meaning of "sub iugum" in its original sense, as he does, thinking that the observer would understand the reason for the freedom used.

## A PROJECT FOR A LATIN EXHIBIT IN THE JUNIOR HIGH SCHOOL



Courtesy of Charles Scribner's Sons

Reprinted from Penick and Proctor's Second Year Latin

## HORATIUS SAVES ROME

"After Tarquin had been expelled from Rome, he went to Lars Porsenna, king of Clusium, and persuaded him to make an attack on Rome. Advancing to the city with his Etruscan forces, he easily took the Janiculum Hill. Thereupon many of the Romans, seeing that the enemy had merely to cross the Tiber to get into Rome, ran away in panic. However, Horatius, who was a guard of the bridge, cried out that he would hold back the Etruscans from crossing while the Romans were cutting it down; and so it came to pass. With two companions he kept the enemy back. Just when the bridge was going to fall, his two companions scrambled over and reached the shore in safety. Horatius was left alone. As the bridge fell, he dived into the Tiber and swam over to his own people, unharmed. It is said that even the enemy joined in the applause for the bravery of Horatius."

Contributed by a Pupil

**DIRECTIONS:** Assign to various pupils the reading of stories about some of the famous heroes of the early days of Rome and put the summary of each pupil in typewriting below a picture of the character which he has chosen to study. When these cards are grouped up on a Bulletin Board or wall poster, the effect is highly interesting. Pictures of the following outstanding characters may be secured from the Service Bureau for 3 cents each (plus postage): Mettius Curtius, Horatius, Mucius Scaevola, Manlius, Pyrrhus, Cincinnatus, and Regulus. Books suitable for young readers are listed in many of the Latin textbooks. The Service Bureau has a short bibliography in the Mimeograph 473.

## AN ANNOUNCEMENT AND AN APPEAL

The Service Bureau for Classical Teachers of the American Classical League was organized eleven years ago not for profit but for service. Its one purpose has been to serve the needs of classical teachers in the secondary schools and students preparing to teach. The financial returns from those served have regularly been less than the cost of the service rendered. Generous financial support from educational foundations and educational institutions has in the past made it possible for the League to provide for the director's salary and to make good any unusual expense in the operation of the Bureau itself.

During the fiscal year beginning July 1, 1934, however, the League and the Service Bureau will receive \$4000 less support from an outside source than it is receiving during the present fiscal year. The efficiency of the Bureau, therefore, not to say its continued operation, is seriously threatened.

At a special meeting of the Council of the League held in New York, February 2, 1934, to consider plans for meeting this emergency, it was decided to ask each member of the League to make a gift of \$1.00 a year for the next three years for an Emergency Fund (over and above the \$1.00 for annual membership). Each member is also asked to secure, if possible, one or more new members for the League. The Council voted down a proposal to increase the annual membership dues and to increase the charge for mimeographed and printed material sold by the Bureau.

Your officers wish to assure you that the work of the League and the Bureau is being carried on as economically as it is possible to carry it on and that all gifts to the Emergency Fund will be devoted directly to the maintenance of the Bureau.

W. L. CARR  
President

ROLLIN H. TANNER  
Secretary

## Service Bureau Material Available

*This material appears in mimeographed or printed form. In the case of the former, the items may be borrowed with the understanding that the teacher pays the postage and returns the material within two weeks after its receipt, or they may be purchased for 5 cents each, unless another price is stated. Printed items, however, known as LATIN NOTES SUPPLEMENTS and BULLETINS, are not sent out as loans but must be purchased at the prices indicated. The material is listed in Leaflets published at the end of each school year, and containing a summary of items which have been announced in the LATIN NOTES for the year. These Leaflets are sent out free of charge.*

### I. In Mimeographed Form

(Numbering is continued from the February issue.)

473. A short list of books dealing with the legends and history of Rome written for young pupils.

### II. Latin Notes Supplements

Fifty-one Supplements are ready for circulation. For titles and prices, see Leaflets I-IX.

### III. Bulletins

For titles and prices of previous Bulletins I-XXVII, see Leaflets I-IX.

### IV. Pictures

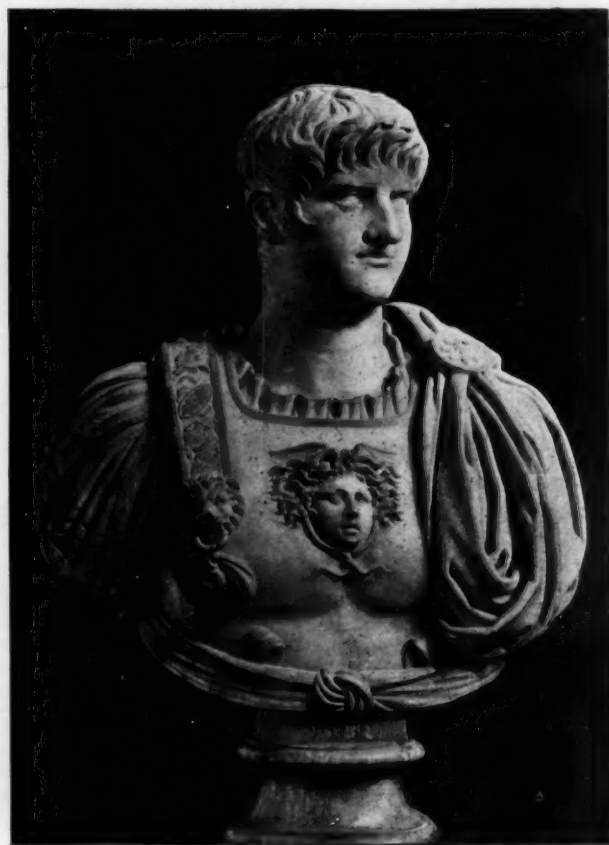
For 314 prints, classified by sets, see Leaflets VII and VIII. The price has been reduced from 5 cents to 3 (plus postage).

With the exception of numbers 5827, 6372, 5971, 7465, (printed in the list of Alinari pictures in the November Latin Notes) copies of these photographs from Rome are for sale at 30 cents each.

## PICTURES OF THE ROMAN EMPERORS

Several years ago Seymour Van Santvoord very generously presented to the Service Bureau for Classical Teachers the plates of 48 cuts representing the busts of Roman Emperors and well-known women and children of the royal family as they appear in his book entitled "The House of Caesar." A sample of one of them appears below. Since most of these are not connected with the study of Latin in the secondary school and are of interest mainly to college students, they have not been widely circulated. However, they should be of importance to teachers of Roman history both in high schools and colleges. It is with the thought that Latin teachers who have been buying from the Bureau the brown and white paper prints dealing with Roman life, etc., may tell teachers of history of the opportunity to secure these prints for 3 cents each, (plus postage), that the following list from Set IV is given.

IV, 45 Julius Caesar	IV, 70 Vitellius
IV, 46 Julius Caesar	IV, 71 Vespasian
IV, 47 Julius Caesar	IV, 72 Titus
IV, 48 Augustus	IV, 73 Domitian
IV, 49 Augustus	IV, 74 Nerva
IV, 50 Augustus	IV, 75 Trajan
IV, 51 Octavia	IV, 76 Hadrian
IV, 52 Livia	IV, 77 Julia Sabina
IV, 53 Julia	IV, 78 Antoninus Pius
IV, 54 Agrippa	IV, 79 Faustina, the Elder
IV, 55 Lucius Caesar	IV, 80 Marcus Aurelius
IV, 56 Tiberius	IV, 81 Faustina, the Younger
IV, 57 Tiberius	IV, 82 Commodus
IV, 58 Drusus	IV, 83 Pertinax
IV, 59 Drusus	IV, 84 Septimius Severus
IV, 60 Agrippina, the Elder	IV, 85 Julia Domna
IV, 61 Caligula	IV, 86 Geta
IV, 62 Caligula	IV, 87 Caracalla
IV, 63 Claudius	IV, 88 Elagabalus
IV, 64 Messalina	IV, 89 Alexander Severus
IV, 65 Agrippina, the Younger	IV, 90 Aurelian
IV, 66 Nero	IV, 91 Zenobia
IV, 67 Nero	IV, 92 Diocletian
IV, 68 Galba	IV, 93 Constantine
IV, 69 Otho	



Courtesy of Seymour Van Santvoord

Reprinted from The House of Caesar

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